



COVID CATCH UP PREMIUM STRATEGY DOCUMENT – 2020-2021

1. Summary of information					
School	Abbey Village Primary School				
Academic Year	2020/2021	Total Catch Up Budget	£4560	Date of most recent review	Mar 21
Total number of pupils	56			Date of next internal review of this strategy	May 21

2. Barriers to future attainment	
In-school barriers	
A.	Children's ability to read has regressed throughout school, especially those who are low attaining across KS1 and KS2. Gaps have widened in KS1 phonetical awareness.
B.	Due to the book quarantine system, school does not have enough quality texts for all children to access throughout the year, particularly in early phonics and KS1.
C.	As a result of school being closed to most children during the Spring and Summer of 2020, there are significant gaps in mathematics and English grammar knowledge across KS1 and KS2.

Planned Expenditure						
EEF Recommended Strategy	EEF Rationale	Action	Expected Impact	Staff Lead	Review Date and Cost	Impact and Evaluation
One to one and small group tuition Intervention Programmes	<p>“There is evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.”</p> <p>“In order to support pupils who have fallen the furthest behind, structured interventions (which may also be delivered 1:1 or in small groups) are likely to be necessary.”</p>	<p>Identify gaps and weaknesses in phonics, reading and mathematics.</p> <p>HLTA to cover for class teacher as they lead interventions with clearly structured, pre-planned sessions and resources.</p> <p>Build children’s confidence with group activities that carefully introduce, model and practice key skills in English and mathematics.</p>	<p>To target small groups of children throughout KS1 and KS2 with the largest gaps in phonics, reading and mathematics.</p>	<p>PR RH</p>	<p>£2000</p> <p>Termly review dates in line with pupil progress meetings <i>December</i> <i>April</i> <i>July</i></p>	<p><i>December</i> Identified group in Sunnyhurst and Anglezarke classes- two additional sessions in the afternoon focusing on closing specific gaps in learning. All children making very good progress. <i>April</i> The same children as identified in Autumn term. Learning loss evident due to school closure three. Continued quality first teaching in small groups twice a week in addition to daily Mathematics and English lessons.</p>
Supporting Parents and Carers	<p>“Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue</p>	<p>The purchase of Early Phonics books to use in Reception, enabling the class teacher to send single word books</p>	<p>To provide parents with the resources needed in order for the children to practise their phonic awareness at home.</p>	<p>RH PR</p>	<p>£2200</p> <p>December 2020 April 2021</p>	<p><i>December</i> <i>Early phonics books identified by EYFS lead teacher- these are books that we are certain the children love.</i> Significant lost learning in</p>

	to work together as children return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.”	home for parent to practise with their children. The purchase of additional high quality, inspirational and decodable reading books to enable school to have a ready supply of books that can be used in school and at home.	It is expected that the children will make accelerated progress in the children’s reading and phonics ability.		(in line with budget)	Sunnyhurst across Reception and Year 1. New texts motivating children to read. <i>April</i> Significant lost learning- gaps in phonetic knowledge. New books helping to motivate the youngest children.
Access to Technology	“Pupils access to technology has been an important factor effecting whether they can learn from home. As pupils return to school, technology could also be valuable; for example, by facilitating access to online tuition support.”	The purchase and implementation of spag.com, which is an online platform to support the learning of GPS	Through using spag.com, we are expecting that the GPS knowledge of pupils’ will be enhanced.	RH	£350 Termly review dates in line with pupil progress meetings <i>December</i> <i>April</i> <i>July</i>	<i>December</i> Gaps in GPS knowledge across all three classes. Platform used to help children consolidate their learning in class. <i>April</i> Good progress